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ABSTRACT

In 1982, the California Postsecondary Education Commission conducted a statewide survey of remedial education in California's community colleges for the 3-year period, 1978-79, 1979-80, and 1980-81. College of the Sequoias's (COS's) response to this survey included the following information: (1) COS offered 6 remedial reading courses, 4 remedial writing courses, 14 remedial math courses, 1 English as a second language course, 3 remedial support courses, and 3 special programs; (2) entrance test scores of entering freshmen in 1980-81 showed an estimated 32% reading below the 6th grade level, 25% reading between the 6th and 9th grade levels, and 30% reading between the 10th and 11th grade levels; (3) the total number of students enrolled in remedial English courses increased from 37% of the enrollment in all English courses in 1978-79 to 54% in 1980-81; (4) in 1980-81, remedial courses comprised 36% of all English course offerings and 50% of all math course offerings; (5) of the total enrollment of 2,612 students in math courses, 65% were enrolled in remedial work; (6) expenditures on remedial courses and services increased by 45% from $544,615 in 1978-79 to $790,671 in 1980-81, representing 7% of the total operating budget of COS; and (7) 66% of the remedial reading sections were taught by the English Department and 34% by the Learning Assistance Center. (AYC)

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REMEDIAL EDUCATION
AT
COLLEGE OF THE SEQUOIAS
(1978-1981)

COLLEGE OF THE SEQUOIAS

INSTITUTIONAL RESEARCH

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REMEDIAL EDUCATION
AT
COLLEGE OF THE SEQUOIAS
(1978-1981)

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March 1982

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INTRODUCTION

The following pages contain facts and figures used in responding to the California Postsecondary Education Commission survey of remediation services in the community colleges. The data required to complete the survey was collected for the three-year period 1978-79, 1979-80, and 1980-81 and compiled by the Office of Institutional Research, in conjunction with the Assistant Superintendent, Vice-President for Business, Computer Center and Remedial instructors. The report was submitted to CPEC on February 19, 1982.

LETTER FROM CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

REMEDIATION STUDY CAMPUS SURVEY

Remediation has become a national issue; it affects the very heart of the educational endeavor. In order to help educators and policy makers alike understand the nature, extent, and cost of remediation efforts in California public postsecondary education, the Commission is undertaking this statewide survey of collegiate remedial activities.

The survey instrument was prepared with the assistance of a Technical Advisory Committee consisting of faculty and administrators from the California Community Colleges, the California State University and Colleges, the University of California, and the State Department of Education, and has been pretested in each of the three public post-secondary segments.

Because of the scope of the questions, the Technical Advisory Committee has recommended that campuses use a committee approach in answering the survey. Such a committee might include faculty in English and mathematics who teach or administer remedial courses; the director of the campus Learning Assistance Center and other staff involved in remedial support activities; and campus budget personnel. The actual means for answering the survey will, of course, be left to systemwide and campus discretion.

The definitions attached as page one of the survey must be followed in answering each question, although these definitions will exclude some components of remedial education. The general definition for remediation, for example, will exclude those "developmental" courses at the community college which students generally take for personal reasons rather than to prepare themselves for regular college courses. The focus on courses in reading, writing, and mathematics leaves out many courses in other disciplines which colleges may consider remedial and to which they may devote considerable resources. Information about activities which fall outside the prescribed definitions for this study may be appended (on separate sheets) by any campus so choosing.

The developers of the survey are also sensitive to the fact that many individuals do not consider English as a Second Language courses and programs to be remedial in nature, as ESL courses are frequently taken by individuals of high academic standing whose only need is for additional training in the English language. It is for this reason that ESL is treated throughout the survey as a separate category.

The accuracy of the information collected by this survey--and thus the ultimate worth of the findings--are dependent upon campus willingness to answer the survey. We believe the importance of the study justifies the time and effort involved. Thank you for your cooperation. Please send your completed survey by November 16 to:

California Postsecondary Education Commission
1020 - 12th Street
Sacramento, California 95814
ATTN: Janis Cox Coffey and Joan S. Sallee

REMEDIATION SURVEY

DEFINITIONS OF TERMS USED

In answering each of the survey questions, please refer frequently to the definitions which follow. For statewide comparative purposes, please use these definitions for your responses even though your campus may not consider such courses or services to be remedial.

Remediation: For this study, remediation is defined as courses and support services needed to overcome student deficiencies in reading, writing, mathematics to a level at which students have a reasonable chance of succeeding in regular college courses, including vocational, technical, and professional courses.

For purposes of this study, please include remediation for undergraduate students only.

Course: A prescribed sequence of study, credit or noncredit, taught or supervised by a member of the faculty or professional staff. This definition also includes "mini" or short-term courses which last less than a quarter or semester.

Remedial courses should not be confused with prerequisite courses that are provided for students who are lacking background in specific academic areas other than the basic skills of computation, communication, and reading. Prerequisite courses are program specific while remedial courses are considered essential to successful participation in any academic program. Prerequisite courses should not be included in responding to this survey.

Do not include Extension courses or summer session courses except where specifically requested.

Remedial Courses in Reading: Courses which provide aid to students reading below twelfth-grade level, excluding courses in speed reading.

Remedial Courses in Writing: Courses below the transfer-level freshman composition course (often known as English 1A).

Remedial Courses in Mathematics: Courses in arithmetic, elementary algebra, plane geometry, and intermediate algebra, or courses whose content consists primarily of these subjects.

ESL: English courses taught to students whose primary language is not English in order to prepare them for regular college courses. This generic term includes the Limited English Proficient (L.E.P.), the Non-English Proficient (N.E.P.), Primary Language, Vocational English as a Second Language (V.E.S.L.), and English as a Foreign Language (E.F.L.).

Remedial Support Services: Services designed to assist students who are in need of remediation in reading, writing, and/or mathematics. Such services may include tutoring in basic skills, special advising, learning assistance, etc.

Special Programs: Programs such as EOP, EOPS, special transitional programs, women's reentry programs/centers, disabled student programs, veterans' programs, etc., which are designed for specific target populations. These programs should be included only if they contain a remedial component.

REMEDIAL COURSE OFFERINGS AT COS

The following COS courses were designated as remedial according to the survey definitions provided on Page 3.

Reading	English 54, 56, 60 DS1 LSKL 61, 65
Writing	English 50, 51, 60 Business 96
Math	DS 21, 22, 23, 24, 25, 26 LSKL 64 Math 50, 51, 52, 53 Business 95 I & T 50 Ag 1
ESL	LSKL 62
Remedial Support	LSKL 60, 61, 63
Special Programs	HD 58 English 55, 59

FACTS AND FIGURES ON REMEDIAL EDUCATION AT COS

1. Based on entrance test scores of entering freshmen 1980-81 it was estimated that 32% are reading below the 6th grade level, 25% are reading between grade levels 6-9 and 30% are reading between grade levels 10-11.
2. The number of remedial course sections in English increased from 41% of all English course sections in 1978-79 to 47% of all English course sections in 1980-81. (See Table A)
3. The total number of students enrolled in remedial English courses increased from 37% of the enrollment in all English courses in 1978-79 to 54% in 1980-81. (See Table A)
4. In the 1980-81 academic year, remedial courses comprised 36% of all English course offerings. (See Table B)
5. In the 1980-81 academic year, remedial courses comprised 50% of all math course offerings. (See Table B)
6. Sixty-four percent (64%) of all math course sections in 1980-81 were remedial. (See Table B)
7. Of the total enrollment of 2,612 students in math courses in 1980-81, 65% were enrolled in remedial courses. (See Table B)
8. The expenditures on remedial courses and remedial support services increased 45% from $544,615 in 1978-79 to $790,671 in 1980-81. (See Table C)
9. The total remediation expenditures make up 7% of the total operating budget of College of the Sequoias. (See Table C)

10. Of the total summer session offerings in 1981 in reading, writing, mathematics and ESL, 75% of the courses and 73% of the sections were remedial. Seventy-four percent (74%) of the total enrollment in these subject areas was in remedial classes.
11. Sixty-six percent (66%) of the remedial reading course sections in 1980-81 were taught by the English Department, and 34% by the Learning Assistance Center.
12. Fifty-six percent (56%) of the remedial math course sections in 1980-81 were taught by the Math Department, 24% by the Learning Assistance Center and 20% by other academic departments.

TABLE A.
ENGLISH COURSES
COMPARISONS OF NUMBERS OF REMEDIAL[1] AND NON-REMEDIAL COURSES, SECTIONS, AND STUDENTS ENROLLED
1978-79 THROUGH 1980-81.

ENGLISH	Academic Year 1978-1979 N	%	Academic Year 1979-1980 N	%	Academic Year 1980-1981 N	%
COURSES						
Remedial	10	44%	7	33%	8	36%
Non-Remedial	13	56%	14	67%	14	64%
TOTAL	23	100%	21	100%	22	100%
SECTIONS						
Remedial	70	41%	82	46%	88	47%
Non-Remedial	103	59%	96	54%	100	53%
TOTAL	173	100%	178	100%	188	100%
ENROLLMENT						
Remedial	1555	37%	1885	48%	1958	54%
Non-Remedial	2612	63%	2077	52%	1686	46%
TOTAL	4167	100%	3962	100%	3644	100%

[1] REMEDIAL COURSES in reading and writing--all reading courses designed to provide aid to students reading below 12th grade level, not including speed reading, all writing courses below transfer level composition (English 1A).

TABLE B.
MATH COURSES
COMPARISONS OF NUMBERS OF REMEDIAL[1] AND NON-REMEDIAL COURSES, SECTIONS, AND STUDENTS ENROLLED
1978-79 THROUGH 1980-81

MATH	Academic Year 1978-1979 N	%	Academic Year 1979-1980 N	%	Academic Year 1980-1981 N	%
COURSES						
Remedial	10	53%	10	56%	9	50%
Non-Remedial	9	47%	8	44%	9	50%
TOTAL	19	100%	18	100%	18	100%
SECTIONS						
Remedial	57	63%	60	63%	62	64%
Non-Remedial	33	37%	35	37%	35	36%
TOTAL	90	100%	95	100%	97	100%
ENROLLMENT						
Remedial	1930	71%	1956	68%	1701	65%
Non-Remedial	798	29%	917	32%	911	35%
TOTAL	2728	100%	2873	100%	2612	100%

[1] REMEDIAL COURSES in math are all courses in arithmetic, elementary algebra, plane geometry, and intermediate algebra, or courses whose content consists primarily of these subjects.

TABLE C.
REMEDIATION SERVICES COSTS, 1978-1979 THROUGH 1980-1981

	Academic Year 1978-1979	Academic Year 1979-1980	Academic Year 1980-1981
TOTAL COS OPERATING BUDGET[1] (TOB)	$ 8,250,608	$ 9,516,102	$10,906,544
REMEDIAL COURSES			
Reading[2]	113,305	98,222	137,893
Writing[3]	162,922	258,696	282,684
Math	245,768	261,768	326,704
ESL	1,950	900	17,821
Total	523,945	619,586	765,103
REMEDIAL SUPPORT SERVICES[4]	20,669	11,781	25,568
TOTAL REMEDIATION EXPENDITURES	544,615	631,367	790,671
PERCENT OF TOB	7%	7%	7%

1 Exclusive of capital outlay
2 English 54, 56, 60; LSKL 61, 65
3 English 50, 51, 60; Bus 96
4 Tutoring, Study Skills, Spelling

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